DOCUMENT RESUME

ED 105 604 EA 007 029

AUTHOR	Lobb, M. Delbert; And Others
TITLE	The School Administrator: A Relational Leader of Communities. An Occasional Paper.
INSTITUTION	CFK, Ltd., Denver, Colo.
PUB DATE	[74]
NOTE	49p.
AVAILABLE FROM	CFK, Ltd. Publications, Nueva Learning Center, P.O. Box 1366, Burlingame, California 94010 ($3.50)
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Change Strategies; *Conceptual Schemes; *Educational Administration; Educational Improvement; Elementary Secondary Education; Group Dynamics; Humanistic Education; *Humanization; Interpersonal Relationship; Leadership Qualities; *Leadership Styles; Leadership Training; *Organizational Climate; School Community Relationship
IDENTIFIERS	*Relational Leadership

ABSTRACT

A dynamically exploding world demands new modes of educational leadership. New definitions of leadership are focusing on humanistically oriented, affectively concerned, relational, caring kinds of persons. The basic focus of CFK Ltd. has been on improving schools by improvin the leadership behavior of school administrators. The relational concept discussed here emphasizes the individual self as a vital part of the curriculum. The group is a critical resource that can be developed to help learners learn more about themselves. The concept of the school administrator as a relational leader of communities includes continued attention to the school administrator as a leader, extension of the concept of schools into "communities," and a new perspective on educational climate, which is termed relational. An effective relational leader is a person who, by working with others, can establish the conditions under which these concepts can become a reality. (Author/JG)

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THE SCHOOL ADMINISTRATOR:

A RELATIONAL LEADER OF COMMUNITIES

A CFK Ltd. OCCASIONAL PAPER
BY A TASK FORCE OF CFK Ltd. ASSOCIATES

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$3.50 2

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ABOUT CFK LTD.

Founded by Charles F. Kettering II in 1967, CFK Ltd. is a Denver-based philanthropic foundation dedicated to improving administrative leadership and the learning climate of elementary and secondary schools.

Because the foundation exists to be of service to public education, all CFK Ltd. programs are determined and developed by educators. CFK Ltd. has appointed eighty public school and university educators throughout the nation as Associates. They assist in developing the foundation's character, policies, and programs, and most direct CFK Ltd. related programs within their school systems. CFK Ltd. programs pertain to assisting school systems in --

--Developing individualized continuing education programs for their school administrators.
--Developing learning programs for principals and other administrators so that they might serve as climate leaders within their schools and/or school systems.
--Using the results of the above endeavors.

CFK Ltd. also sponsors the Annual Gallup Poll on, "The Public's Attitudes Toward the Public Schools," which appears yearly in Phi Delta Kappan.

PREFACE

In developing the CFK Ltd. plan for school year 1973-74, group discussions and individual input revealed the need for a new planning group to consider the possibilities for renewal, research, and potential new directions. This was in keeping with the belief that the job of CFK Ltd. is to lead, not follow, and that its activities are to be futuristic rather than only working on current or past concerns. Therefore, a task force of Associates was formed entitled the "Other." It was surmised, but not mandated, that the previous CFK Ltd. activities should serve as a base for those proposed by the "Other" task force. Additionally, the task force was charged with the responsibility of exploring a range of possible directions before recommending THE direction. It was expected that whatever thrust developed would be identified by a logical and reasonable future trend for school administrators. The task force also was cautioned that while it was taking the long view, recommendations should not be so far off in the future that practicing school administrators would regard them as interesting but unreal.

Some comments of Associates which were typical of the prodding provided for members of the task force were these:

--"Down the road several years, what will be the school administrator's role?"
--"If we are really serious about our Associates, this task force must provoke thinking to get a whole variety of ideas about the future."
--"Be careful how this task force operates so that it is not so far down the road that it does not have a good idea of what makes sense to school people today."
--"Keep CFK Ltd. on the cutting-edge with new but related directions."
--"What's down the road, I really don't know, but the ability to cope, to change, to be flexible, and to move with whatever comes up is necessary for school people."
--"What happens when a principal is well educated, is an accomplished administrator, knows how to develop good school climate, has the tools and techniques to be self renewing, but arrives at school and finds there is no school?"
--"Should CFK Ltd. be moving toward a discipline of change?"

Embarking on this tremendous challenge, the task force first

solicited ideas from the participants at the Vail, Colorado, 1973 Summer Workshop. Many excellent ideas and suggestions were contributed by those in attendance. Help was requested from other associates and interested persons who cared to contribute their views. The "Other" Task Force held its first meeting in Denver the latter part of September, 1973.

During two days' deliberation, the task force first approached its work from the standpoint of disassociation with previous CFK Ltd. programs. The purpose was to see how far we could stretch ourselves and to test the validity of using such programs as a base. After reviewing all the ideas submitted by others, and adding any which came from our individual and group thinking, we tried to superimpose a stern examination of practicality.

Perhaps it was predictable that the task force would ultimatetly confirm the wisdom of extending the previous CFK Ltd. programs toward new dimensions which would hopefully be loftier and more profound.

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PART I

INTRODUCTION AND RATIONALE

In a world where yesterday's superlative efforts seem minisscule in coping with today's needs, the quality of leadership in schooling our society's citizens is of paramount concern. For it is through schooling that all of our tomorrows are created.

A dynamically exploding world demands new modes of educational leadership. Disequilibrium and revolutionary change have become the way of life in the twentieth century. Yesterday's heavy reliance on the cognitive dimensions of leadership is rapidly disintegrating. New definitions of leadership are focusing on humanistically oriented, affectively concerned, relational, caring kinds of persons.

Such concepts of leadership appear increasingly in many sectors of society, ranging from corporate structures to religion to politics. There is a new kind of "caring" or concern which seems to be permeating every facet of American life.

The characteristics of leadership and its essential ingredients are undergoing a rapidly quickening metamorphosis. Educational leadership and the quality of its components are now beginning to undergo a similar probing and evolution.

During the past five years, concerns with quality leadership have led CFK Ltd. to focus on school improvement through improving the leadership behavior of school administrators. Present CFK Ltd. efforts have sought to advance society through improving schools and their climates. The vehicles used have been known as the ICE/PASCL programs:

ICE pertains to school district organized processes of individualized continuing education (ICE) for school administrators.

PASCL (The Principal as the School's Climate Leader) pertains to only one means of using ICE processes. The PASCL focus is on advancing the quality of school climate through improved administrator leadership.

ICE and PASCL are unique and significant concepts for the improvement of education. They are processes an

administrator can use to directly link inservice education and professional growth to planned school improvement projects. They help an administrator use new knowledge about education, specifically, to fulfill his responsibility, which is to continuously provide leadership for the development of a better school.

At the outset, the original group of twelve school districts which developed ICE programs and the original seventeen PASCL districts received project funds from CFK Ltd. Currently all participating school districts are doing so without CFK Ltd. financial support.

Today, within the ICE and PASCL endeavors forty-seven school districts and three universities are operating sixty-nine programs. The districts and universities are within the District of Columbia and fifteen states: Arizona, California, Colorado, Idaho, Indiana, Kansas, Minnesota, Missouri, Nebraska, New Jersey, New York, Ohio, Oklahoma, Utah, and Washington.

PASCL and ICE have given CFK Ltd. a start towards building schools which serve the people in them. A concept has been developed with an arsenal of tools. Open climates in schools can be defined and measured.

The basic CFK Ltd. focus has been on school improvement through improving the leadership behavior of school administrators. Beginning with the formal programs designed to individualize continuing education for school administrators, and to analyze the human relations school and the improvement of the quality of the schools' environment, CFK Ltd. progressed into programs designed to improve administrative behavior and enhance school climate.

The CFK Ltd. program for the School Administrator: A Relational Leader of Communities advocates the formation or recognition of groups for a wide variety of purposes. The focus of such groups should be on processes, such as group building, decision making, open communication, and individual learning.

Processes tend to be long-term as contrasted with many techniques and organizational innovations which tend to be transitory with a relatively brief life span. The 1960's and the early '70's have seen the rise and the demise of many such techniques and organizational innovations. Obviously if the results of efforts are to be enduring, primary attention should be given to processes.

The kinds of groups which this paper describes deal with values on a very personal--almost spiritual--level, values based on a deep sense of communication, renewed sense of commitment, and a reaffirmation of meaningful educational directions.

We have described previously, how CFK Ltd. has moved in this direction. More recently the focus on colle ial teams has extenuated relational concepts. However, we must deal more fully with the feelings of group members and with values. Furthermore, such groups must be used as institutional planning groups and as learning groups.

The relational concept talked about in this paper emphasizes the individual self as a vital part of the curriculum. Until the learner learns about himself he cannot be receptive to learning much else. The group is a critical resource that can be developed to assist in helping learners learn more about themselves.

It is now time to move to a higher consideration--how people working together, bearing together, sharing together in unique group relationships, can use one another as resources to become more than they are. This is a human equation where two persons plus two persons equals more than four persons. It is synergetic.

Such groups will focus on the facilitation of the growth of their participants through caring, feeling, relating--caring about who they are, why they are here, what meaning and purpose life holds--feeling in a sharing, supportive, uplifting way, and relating to humans as humans. Such groups can become islands in a world of distrust and greed, environments where it is safe to be authentic.

The concept of the school administrator as a relational leader of communities encompasses a triple developmental thrust the elements of which are: 1) continued attention to the school administrator as a leader, 2) the extension of the concept of school into what we are terming communities, and 3) a new perspective related to climate, which is termed relational.

In this effort, CFK Ltd. is attempting to raise its sights from the technical and organizational aspects of schooling to dealing directly with the beliefs, values and emotions of people. We want people to care about one another so that they can care about themselves and learning. The concept of relational leadership which is described in the following

pages is unique. An effective relational leader is perceived to be a person who, by working with others, can establish the kinds of conditions under which these concepts can become a reality.

PART II

RELATIONAL CONCEPTS

DEFINITION

To be relational means to be warm, projective, supportive--genuinely concerned with others. It requires the understanding that man is an evolutionary oganism whose entire existence, even from day to day, is changing; that the certitudes, the rigid prescriptive definitions of yesterday, are inadequate for today, let alone the world that is becoming tomorrow.

If we accept the view of "community" as a complex of kaleidoscopic, constantly changing inter-relationships among individuals, formal and informal groups, the "leader" becomes a person who is concerned with these groups and the forces within them. Lacking leadership, such groups may exert influence on the school system which is destructive and divisive. With proper leadership such groups can support and legitimatize education reform. With leadership, the discontent with the status quo which is felt by influential individuals and groups can fuel movements to make schools better. Discontent is a pre-condition for reform. The leader must view all discontented citizens as potential allies.

DYNAMICS AND COMPONENTS

The setting in which the relational leader works is a constantly changing one. Both the leader and the society in which he works are in the process of becoming.

As a leader he must come to understand that he cannot control the complex changes which are occurring all around him. He can, however, influence these changes if he understands why and how they are occurring and if he understands his own role as a leader of people.

We know that societal change is accelerating. Our values, however, tend to shift--but not to change--though certainly more rapidly than in the past.

Even in the midst of almost overwhelming technological and societal change, values are still relatively more consistent

and predictive factors in human behavior.

Change becomes somewhat less threatening if it is considered as a necessary ingredient to life and growth. All biological and sociological organisms, groups, individuals, and institutions must change or they die. Change is the only true constant and disequilibrium is a precondition for learning.

Our problem is that change in our monstrously complex and interdependent society has accelerated to the point where it is no longer manageable, even by groups blessed with relational leaders. Given such leadership, however, there is hope that change can be influenced to the extent that at least in some cases it can be directed to serve human ends.

We must deal, not only with what our society is, but with what it is becoming. Thus we must be future-oriented. The job is to help people in groups who are being affected by strong currents of change to understand better the forces which are affecting them--to understand the causes of these forces and their probable directions. Given such understanding the group has a chance of exerting its influence.

The term "relational, transformational leader" refers to the person whose objective is the linking of the many constructive forces within the community to programs and projects which will improve schools and the community itself.

The concern is primarily with various kinds of relationships--relationships among individuals in groups and relationships among the various groups which influence educational decision-making.

But the leader is expected to do more than merely accept these relationships as they exist. Through the exercise of leadership it will be his objective to transform existing forces. Forces which are presently destructive of good education become, because of his influence, constructive and supportive. Forces which are ineffective because they are diffused become, because of his influence, focused and powerful.

THE COLLEGIAL GROUP

The individual cannot become a relational leader without the assistance of many others. Some of this assistance can come from other people in a collegial group. Such a group is an essential tool to the aspiring relational leader.

Within such a group a professional educator can design his plans for professional self-renewal and for school improvement and can share these plans and get help with them from others whose opinions he respects.

Furthermore, such a group provides the administrator with a "island of safety"--a place where he can afford to be authentic--a non-threatening setting in which he can learn from others about himself, about the worthwhileness of his ideas, and about how groups of people working together should function. In such a group each participant as well as the dynamics of the group itself become objects of study.

We know from previous experience in CFK Ltd. that such school district groups of administrators constitute a valuable, perhaps indispensible organizational unit for launching ICE and PASCL programs. We suggest in this paper that such a group may also be extremely useful as an organizational base for the launching of an "administrator as a relational leader" program.

We suggest that such groups might be of two types. The first is the type just described which we are familiar with in ICE and PASCL--a group of fellow professionals, perhaps fellow principals or central office personnel, who learn from one another and support one another's efforts for professional growth and school improvement.

The second type might be very different from our usual group. This may be a direct action group, composed of a school administrator and a variety of other kinds of individuals. Such a group, operating within the school or the "outside" community, may be dealing directly with societal forces and issues. It may be struggling to comprehend the forces which affect its interests and may be seeking ways to influence these forces towards human ends.

It may be that if we expand our collegial group concept to some of the active sub-groups in our many communities, we will find that we can better influence change. We may find that many of the sub-groups operating in our various communities can benefit from the collegial concept as much as we have.

Perhaps, by working through many others through the collegial group concept, we can learn how to affect the decision-making processes of significant segments of our communities.

Through ICE we have found that such groups help participants grow in their ability to be effective. Through PASCL we have found that such groups can model a humane environment within which rationality can flourish. Perhaps an organizational unit such as the collegial team can be used to foster rationality among our many communities.

PART III

COMMUNITIES

THE CONCEPT OF COMMUNITES

In the past the community and the school's relationship to it have been described in many ways. For the purposes of this CFK Ltd. program the community is seen as the total context within which the educational program of a particular school or district exists. At the same time, the idea of community is so complex and so varying that we choose to use the plural, communities, to represent this magnitude and divergence. Every school and school district has communities rather than a community to which to relate.

The communities of a school or school district are a complex of numerous kaleidoscopic, constantly changing inter-relationships among individuals and among formal and informal groups.

A school's or school district's communities are internal and external; that is, there are communities existing within their immediate environment and others existing outside.

Practically speaking, communities are whatever the educational leader defines them as being. In whatever way he defines them, his role in relationship to communities is constantly increasing. He must provide leadership in broad educational policy, in interpreting education to the community and in building better communities through the school program. Even for the administrator who sees the communities within and outside the school, there is the necessity to be knowledgeable regarding the values, mores, traditions, and composition of groups in the communities. He must understand the economic, social and power influences of that community. Sometimes the word public is used to describe community, and we recognize a student public, staff public, parent public, citizen public, taxpayer public, and so on.

For the future-oriented administrator some of the following are important concepts in relation to communities: service to fellow man; elimination of time and building constraints separating schools from communities; emphasis on the institution becoming what the community aspires to be; the view that all the technology and resources of the communities are to be committed to learning to the greatest possible degree

and the idea that the communities lift their members through the hierarchies of needs and that the school is the prime mover in this elevation. As we move from ICE/PASCL to the school administrator as a relational leader of communities, we see it is now time to move to a higher level of consideration--how people working together, learning together and sharing together in unique group relationships (communities) can be resources to one another to become more than they could be individually.

Characteristics of communities (geographic, physical, sociological) need to be identified, and analysis is needed to relate such factors as formal and informal groups, pressure groups, common and uncommon interests, visible and invisible influences, individual and community commitments and aspirations.

The main point of emphasis is that no matter how successful a school leader is in developing a good climate in the institution which he leads it cannot be a hothouse for cultivation of learning nor can it be a cocoon for the metamorphosis of learning individuals. The school administrator and his "school" can exist and grow only in the framework of a communities concept.

THE COMMUNITIES OF THE SCHOOL AND SCHOOL DISTRICT

As previously indicated there are two major sets of communities: internal and external.

The following chart describes the dimensions of many of the internal communities -- the communities of an elementary or secondary school or those within a school district. Any one person with one of the role groups of columns B, C, D, E, or F is undoubtedly a member of a number of the communities of column A.

INTERNAL COMMUNITIES

Types of Communities	Communities by Role Groups			
	Students	Faculty	Staff	Administrators
A	B	C	D	E
Ethnic groups				
Group interests, such as: -College preparatory -Career -Athletics -Subject area -				
Individual interests				
Personality styles, such as: -Alienated -Extravert -Introvert -Academic ability -Handicapped (physical or mental) -				
Age levels				
Years of involvement at the school or in the school district				
Beliefs; values				

INTERNAL COMMUNITIES (CONTINUED)

Types of Communities	Communities by Role Groups			
	Students	Faculty	Staff	Administrators
A	B	C	D	E
Friendship groups				
Formal organization memberships: -A school's faculty or staff -Employee association -Clubs - -				
Formal communication networks				
Informal communication networks				
Cliques				

The next chart describes the dimensions of many of the external communities -- communities which exist outside the school's four walls, but with which the school continually or occasionally has relationships. Again any one person of the role groups of columns B, C, D, E, or F is undoubtedly a member of a number of the communities of column A.

EXTERNAL COMMUNITIES

Types of Communities	Communities by Role Groups				
	Parents of Children in school	Other Citizens	School Employees	Students	Other
A	B	C	D	E	F
Formal organizations such as: -Unions and employees' associations -PTAs -Political parties -Church groups -Service clubs -League of Women Voters -Newspapers -Television and radio stations -Board of Education -Teachers and administrators' associations -Neighborhood development groups -Veterans' groups -Self serving interest groups - -					

EXTERNAL COMMUNITIES (CONTINUED)

Types of Communities	Communities by Role Groups				
	Parents of Children in school	Other Citizens	School Employees	Students	Other
A	B	C	D	E	F
Informal organizations such as friendship groups with shifting memberships					
Communications networks which shift depending on the issues to be discussed					
Power hierarchies which shift depending on the decision to be made					
Religious groups					
Social groups					
Community and state agencies					
Economic groups					
Political groups					
Service groups					

EXTERNAL COMMUNITIES (CONTINUED)

Types of Communities	Communities by Role Groups				
	Parents of Children in school	Other Citizens	School Employees	Students	Other
A	B	C	D	E	F
Occupational and professional groups					

SOME OF THE REAL PROBLEMS OF WORKING WITH COMMUNITIES

Decisions which affect schools and the lives of people in them often are being made by groups and individuals unknown--at times and places unspecified--on the basis of information which is undefined. It is possible, for example, in many of our nation's school districts, to get a controversial teacher or administrator fired if you can only convince six people that a telephone campaign should be launched.

Many administrators, having been clobbered by backlash a few times, are hesitant to promote or even to permit innovation. Some go through the motions of promoting change by launching a few pseudo-projects--projects with innovative titles which really don't change anything. Others just keep the place going and protect their flanks--a full time job in most schools. Our communities are complex mazes of relationships among people and groups, any combination of which can support or torpedo efforts to make schools better. We are now at a time in our history that these groups and individuals must be dealt with in positive, imaginative ways. Otherwise they make school improvement impossible.

"Power to the People" is an empty phrase in education. The people already have the power. It is a simple matter to

arrange a few alliances among the myriad of community groups and, in the name of those groups, to influence decision-making at a board meeting or in a principal's office. The "last word" rests with those individuals in the community who can influence enough others to give board of education members the illusion that a grassroots campaign is being waged. Operationally, the decision-making process in many communities borders on anarchy. The power base is spread so thin that it is easier for an administrator to avoid making decisions than for him to make them. The process of unmaking decisions too hastily reached is a process well known to any administrator who has been around awhile.

The climate in our communities, when it comes to education, is charged with emotion. People care a lot about their children and people often suspect that much of what happens in school may be time wasting or harmful. Most people feel they know a lot about education. Each of our communities, and many subgroups within the community, have their own home-grown educational gurus who voice the latest myths about learning which may have popular appeal. Once in a while, one of these gurus gets elected to the school board. But even if he doesn't, his voice is heard. No profession is subject to as great pressures from kooks and amateurs as is our own.

When an administrator "opens up the system" by encouraging more public dialogue about schools, the emotions surface, and the noise is deafening. But among the voices and groups are those who are crying out for orderliness and rationality in solving educational problems. There is immense energy there which traditionally has been tapped only for peripheral services. Our publics want to be involved in decision-making, not just in cookie-serving.

The difficulty in making something positive and supportive out of this mass of inter-relationships is fivefold:

1. Communities constantly change.

2. We no longer have a consensus or anything approaching it among our patrons on such basic questions as:

   --What are schools for?
   --What should pupils learn?
   --To what extent should our schools be coercive and to what extent should they be permissive?
   --How should we pay for education?
   --How much should a child's education cost?

3. It is unlikely that such a consensus can be built.

4. The community's climate regarding virtually all educational issues is emotion-charged. Thus, it is difficult to introduce information as a basis for decision-making.

5. We do not have the expertise, time, energy, tools, or innovative organizational structures to deal with sharing decision-making with elements of an entire community.

SUCH EXPERTISE, TOOLS, AND STRUCTURES CAN, HOWEVER, BE DEVELOPED. THAT IS THE THRUST OF THIS CFK LTD. PROGRAM.

THE JOB OF THE SCHOOL ADMINISTRATOR

Given the complexity of the many communities within a school and a community, can the school administrator even attempt to relate, and more importantly, work with such a maze? The response, of course, is "yes." Actually he has no other choice. Thus, the real questions must be: How can the administrator (and school and school district staff members) relate to and work with the many communities?

Obviously the school administrator as a relational leader of communities must not only know the school's or school district's communities but, of course, have the abilities (knowledge, skills, and attitudes) to effectively relate to such groupings.

PART IV

ADMINISTRATORS AS RELATIONAL LEADERS

CFK Ltd. in both its ICE and PASCL developmental thrusts has not "redefined" the role of the school administrator. Instead, it has placed greater emphasis on the educational leadership aspects of school administration.

As administrative colleagues, we at CFK Ltd. have attempted to redefine the role of the principal from an aloof, inaccessible technician who builds schedules, reacts to crises, manipulates budgets, deals out discipline and strives for the smooth, orderly, "keep the ship running" types of behaviour to a much more creative and dynamic leadership role.

The leadership behavior that we seek to emphasize stresses the administrator as a learner among colleagues. It is the type of leadership that attempts to touch personally the lives of all members of the organization; to continually utilize a consensus approach to identifying both personal and organizational needs; to encourage the establishment of goals and objectives that are meaningful to them; and to mobilize and work with and through others to achieve the goals and objectives they have established.

In all aspects, CFK Ltd. has stressed the importance of the school administrator as one who leads by his example. He gains influence by modeling the types of humanistic behavior that he expects of others. Following the examples personified by his morale leadership, staff and students are assisted to create open, honest, and participative learning environments that are reciprocal. The goal is the creation of a continuously self-renewing learning environment for all members of the organization.

This view of the role of the school administrator as a breaker of tradition and a stimulator of positive change has been by design. We now know that the leadership roles we have advocated for principals can bring about desirable changes in the climate of a given school building. As the principal or educational leader goes, so goes the school.

We at CFK Ltd. are again ready to expand our vision of these leadership roles. The types of leadership behavior

that bring about these positive changes in the climate of a given school can and must be applied to other settings and other groups.

The leadership behavior that has been used so successfully to create more positive learning climates in schools must be applied beyond the school building. The school leader must become a relational leader of communities.

This paper does not attempt to discuss all the settings and all the groups that need the leadership of the communities relational leader. It does, however, attempt to identify some common leadership behavior that applies to the creation of better learning environments in all groups and all settings beyond the school. This applies to all educational leaders regardless of their locations and current role conceptions. Put another way, we have concentrated our energies thus far upon an important but limeted view of increasingly shared decision-making within the context of the school and school system. Now, in order to more adequately view the future we need to broaden and transform our thinking and action to increased involvement and shared decision-making within the context of communities. We must have and show our concern not only with school problems but with societal concerns which are of sufficient import as to directly affect what takes place in the schools.

This constitutes a new kind of management--making things happen by inducing more effective processes of change and education within a broader society--because what takes place there has a direct bearing upon learning within the school context. The school has been and is a reflection of what communities want it to be. Yet the school has a distinct responsibility to educate and lead toward what could be or might be the society of the future.

The relational leader of communities must, as in ICE and PASCL, continuously seek to improve his personal leadership skills. He must always strive to upgrade his communications and problem solving skills so that he might better be able to deal with groups that appear to be in conflict with themselves or with those around them. He must, in short, not only learn to disagree without being disagreeable, but he must utilize, by personal example, his communications and problem solving skills to assist groups of persons to explore positive alternatives to problems that have been identified. Thus, the schools of the future will evolve.

The relational leader of communities must continuously be aware that his attitudes are strongly affected by those with

whom he works. We learned in the PASCL projects that the attitudes of the staff merely reflected the attitudes and leadership behavior of the school administrator. The relational leader of communities must exhibit attitudes of openness, trust, and willingness to learn from others and to benefit from experience. He must be future oriented and not be content to wallow in today's convention at the expense of tomorrow's vision.

With skills and the modeling of his previously mentioned attitudes, the relational leader should include confidence in stepping out to reach a wide variety of groups within the community. Leadership efforts must be exerted not only with the community in its larger context--the media, pressure groups, service organizations and obvious geographic organizations--but with more informal subgroups and influences within the community. Heretofore mentioned minorities must be sought out and merged into a positive learning environment created by the relational leader of communities.

The limitations of this stepping out and seeking out of settings and groups within the community are endless. It is fraught with hazards, both personal and occupational. Risk taking, even in small increments, is probably less risky than not doing anything. There is no comfortable haven, no reliable "safety" for any educational leader now or in the future. Dewey spoke of the school as a mirror of the society it serves. It could follow, then, that the rapid and increasing social and economic disorganization that our communities are undergoing may mean the decline of the school if it continues to mirror the society it serves. Skillful and dynamic leadership beyond the school building is not an alternative administrative task of tomorrow, it is an imperative task of today.

A relational leader is an unique individual. For generations, school administrators have been defined as persons with certain administrative credentials and college experiences. In this paper we are defining a leader in education in a significantly different way.

The school administrator, as a relational leader is: idealistic, concerned with belief and value systems; has personal integrity; is a perceiving, becoming person; and is characterized by seeking-probing-questioning. There is a lack of finality in the ways in which a relational person functions. The certainty, the benevolent autocracy, the "I am all wise"

syndrome, practiced by some administrators, is not characteristic of the relational leader.

While the relational school administrator has convictions, these convictions relate to the welfare of children and the total society. They are not contingent upon his welfare as a person. In unique ways, such persons are able to grasp the total spectrum of the needs of humans in a broader way than the person who is concerned primarily with his own survival, his own protection, his own need for ego support. Such leaders are indeed spiritual leaders, for they are ministers of learning. They are specialists in the establishment of climates which weld people together rather than tear them apart. They facilitate the development of climates in which persons grow, rather than those in which they shrivel and die. They are hypersensitive to the feeling tones which are characteristic of all learning environments.

In essence, the relational leader teaches teachers, administrators, community persons, as he himself wishes to be taught. He practices the socratic definition of a teacher as "an intellectual midwife." For in essence, such leaders know that they can teach nothing to anyone else, they can only assist in creating environments in which they themselves and others can grow. They can assist in the developmental processes which we define as learning. The relational leader is keenly aware of this. Thus, he seeks to cultivate the emergence of climates in which all can grow. In so doing, he must grow, for growth processes are constantly reciprocating.

The new educational administrator doesn't doubt the need to become a community-oriented relational leader if he is to serve as a leader for the future. He recognizes the evidence. Kids are leaving school, mentally, emotionally, and physically. Alternative schools, options within schools, work-study or cooperative schools--the constant testing of the real world--all bespeak the fact that youth perceive more need and opportunity for meaningful growth and learning outside the school. Thus, the need for the educational leader to be oriented toward communities and relational processes and to lead these for the benefit of all--self, schools, society.

CHARACTERIZATION OF A RELATIONAL LEADER

In its deliberations the Task Force brainstormed descriptors of the school administrator serving as a relational leader. The following two charts are designed as work sheets so that the reader might develop his or her own descriptors.

WHAT CHARACTERIZES A RELATIONAL LEADER?

List of the Task Force	Your List
--Master learner --Relational model --Barrier breaker --Personifies educational aspirations --Touches 'all' people personally --Fuses school and community --Moral leader (beliefs, values) --Visionary --Awarenesser (sensitizer) --Personal or self-renewal --Climatizer --Synergizer --Inspirer --Charismatic --Optimizer --Authenticizer --Leader --Achieves objectives through others --Model (behavior) --Influencer --Generator --Merger --Collegiator --Mediator --Sensor --Coordinator --Personifier of purposes --Initiator	

List of the Task Force	Your List
--Motion and direction guide --Quality guaranteer --Enabler --Reflector --Organizer --Scholar --Learner --Opener --Cosmopolitor --Opinion leader --Positive reinforcer -- --	

WHAT DOES NOT CHARACTERIZE A RELATIONAL LEADER?

List of the Task Force	Your List
--Defeatist --Pessimist --Demagogue --Cold, calculating --Aloof --Coward --Frightened --Inaccessible --Dishonest --Provincial --Chauvinist --Mechanic (alone) --Manipulator --Trouble shooter (primarily) --Reactor (exclusively) --Technical skills artist --Precise curriculum expert --Budget limiter	

List of the Task Force	Your List
--Disciplinarian --Restricter --Autocrat --Illogical --Unreasoning --Self-aggrandizing -- --	

LEVELS OF INVOLVEMENT

The relational leader will seek ways to involve, in some way, all members of a community in educational decision making. All will not, of course, be involved in the same way or to the same degree--involvement will be at different levels.

Level I. The individual or group is kept informed of key educational issues and, from time to time, is asked for opinions regarding these issues. Tools: publications, T.V., radio, public meetings, needs surveys, Delphi.

Level II. The individual or group is asked to conduct a study of an issue and to provide information regarding that issue to a recommending or decision-making group. Tools: survey instruments, review of research of others.

Level III. The individual or group is asked to consider all available information regarding an issue and to recommend a path of action to those who will make the decision. Tools: Brainstorming, problem solving techniques, Delphi as a consensus-building tool, group assessment techniques, communications opening techniques, group unifying activities.

Level IV. The individual or group is delegated a decision to make. It is agreed beforehand that the results of the deliberations of the group will be accepted and legitimatized by those charged with making the decision. Tools: Brainstorming, problem solving techniques. Delphi as a consensus-building tool, group assessment techniques, communications opening techniques, group unifying activities.

Level V. The individual or group are informed that they will participate in shared decision-making with those charged with the responsibility of implementing the decision. Tools: Brainstorming, problem solving techniques, Delphi as a consenses-building tool, group assessment techniques, communications opening techniques, group unifying activities.

Level VI. The individual or group is given the task of sharing, with those charged with the responsibility of implementing the decision, both the decision and the process of its implementation. Tools: Brainstorming, problem solving techniques, Delphi as a consensus-building tool, group assessment techniques, communications opening techniques, group unifying activities, plus those skills and instruments needed for successful implementation of the decision.

As the leader works with various groups at various levels he will find himself concerned with both outcomes and processes.

The precise outcomes of the group's endeavors may take the form of plans for school or community improvement, problems or conflicts defined and resolved, new knowledge, competencies, and insights for group members, or position papers to guide action. Such outcomes are important to provide the group with purpose, direction, and satisfaction of achievement.

The relational leader, however, is process--as well as outcome--oriented. If he is an individual dedicated to building open, humane learning environments for the children and adults in his school system, he will work with groups in such a way that individuals within the groups will learn and grow. He will be concerned, not only that group members grow in their knowledge concerning the issues under consideration but also that they grow in their humanness towards one another. He will help group members learn to care about one another, listen to one another, share ideas with one another, respect one another's strengths, weaknesses, and differences. Individuals in the group will learn how to use the group as a resource and how to contribute to group unity. They must see the group and themselves as objects of study. This concern for inter-relationship is what we highlight when we call the leader a relational leader.

But it is not enough that the leader be concerned only with group process. He must also be concerned with group productivity. His task is to work with the group in such a way that it is transformed from a group working on a superficial level to one working on an intensely human level. He is concerned that the group arrive at decisions based not only on careful, systematic consideration of information, but also based on consideration of the human dynamics involved. He helps the group experience a synergistic relationship--a relationship which results in productivity of much greater quality than would have been possible in a group operating at a less human level. He has, through his leadership, transformed the group into something greater than it was.

Such a group deals, not only with information, but also with feelings and emotions. People care about one another as well as about the problem to be solved or issue to be studied.

The relational leader is also a moral, almost a spiritual

leader. He contributes to the continuing definition and articulation of the most cherished values of our society. He is credible because he interacts with groups in an authentic, open, concerned, honest manner. He helps people address real issues. He personifies the kind of person most parents would like their children to become.

The educational leader need not--indeed cannot--work with all groups at this level of intensity. It is, however, essential that he do so with all groups which might be classified as Level III, IV, V, or VI above.

PART V

ACTION PROCESSES

School administrators fulfill a number of roles and functions, such as: general educational policy leadership, management of the logistics system, instructional leadership, school climate leadership, and relational leadership of communities.

More than ever before one of the most significant roles of the school administrator is to exert positive leadership in working with communities within the school and within its geographical area for the purpose of developing a desirable climate for learning and service.

A school or school district's community consists of a number of communities or groups of unique subpopulations. Positive leadership involves the use of processes whereby an administrator can ascertian the subpopulations within a school or school district and within the geographical area served by a school or school district. Furthermore, it involves the use of skills to identify the needs, goals, behavior and expected outcomes of the communites served.

In our present era the school administrator-leader needs abilities for relating and working with the communities.

We believe these four topics, which are in the form of questions, represent the ingredients of the actions a school administrator should pursue.

1. Who are the basic communities of the school or school district?

2. What are the general and specific tasks of the school administrator as a relational leader of communities?

3. What knowledge, skills, and attitudes does an administrator need and use when he works as a relational leader of communities?

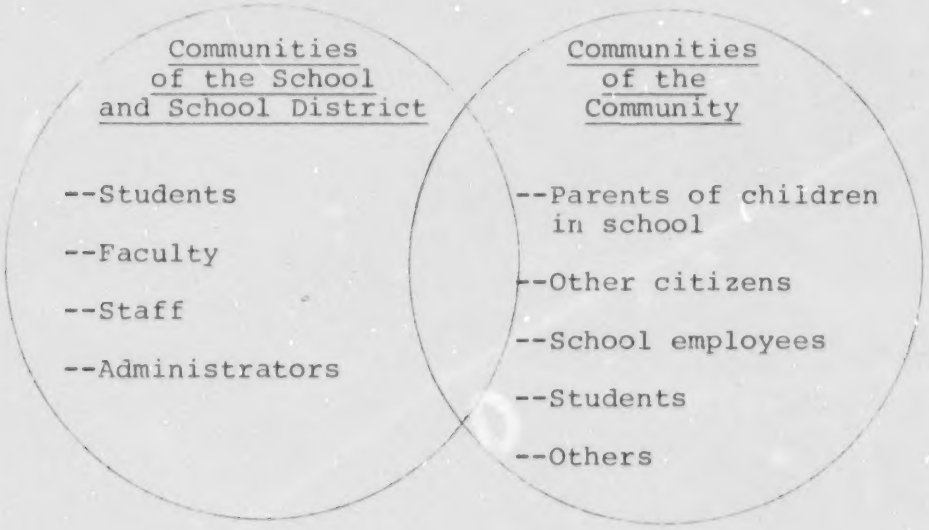
4. How can an administrator determine and obtain the skills, knowledge, and attitudes he may not now possess?

The following sections of this part discuss each of the above questions.

QUESTION 1:

WHAT ARE THE BASIC COMMUNITIES OF THE SCHOOL OR SCHOOL DISTRICT?

The school or school district has interrelated communities as follows:



Types of communities within the school and school district include groupings by:

--Individual interests
--Ethnic groups
--Group interests
--Personality style
--Age level
--Years of service at the school or in the school district
--Beliefs, values
--Friendship groups
--Formal organization membership
--Cliques
--Formal communication network
--Informal communication network
--
--

Types of communities within the community--the geographical service area--include groupings by:

--Formal organizations
--Informal organizations
--Communication networks depending on issues of concern
--Power hierarchies
--Religious groups
--Social groups
--Community and state agencies
--Economic groups
--Political groups
--Service groups
--Occupational and professional groups
--Youth serving groups
--
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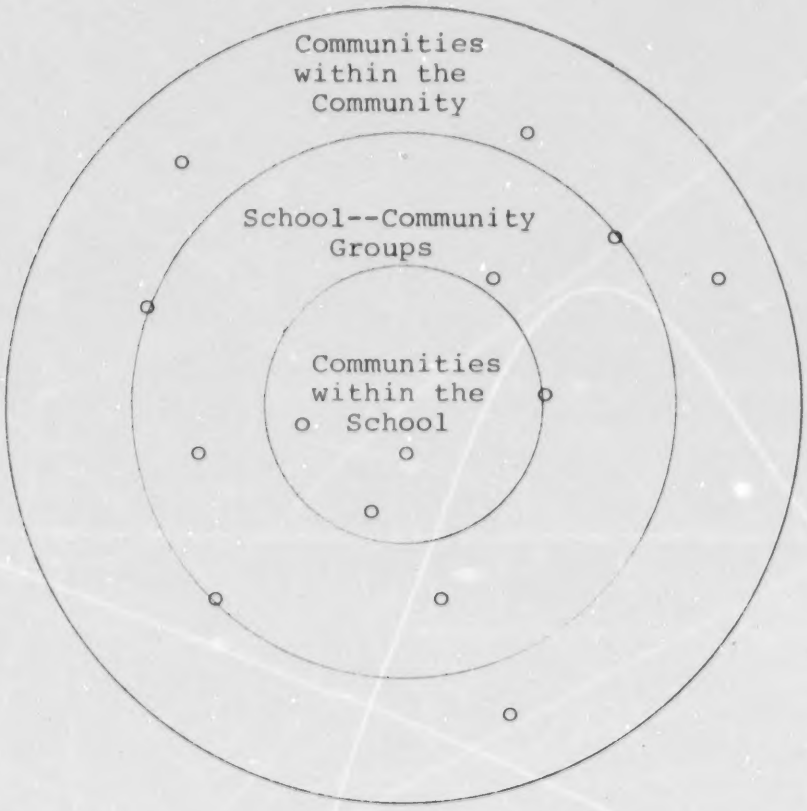
Another means of depicting the interrelationships of the communities follows:



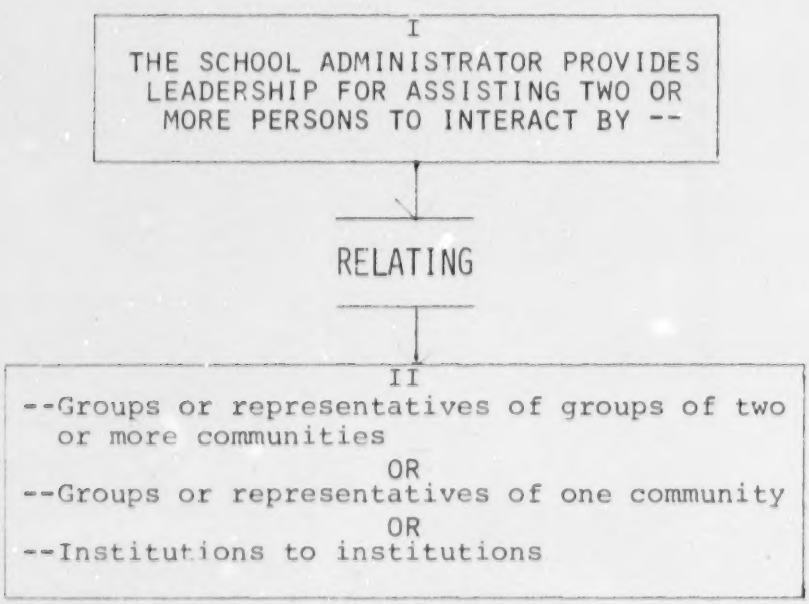
QUESTIONS 2 AND 3:

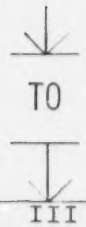
WHAT ARE THE GENERAL AND SPECIFIC TASKS OF THE SCHOOL ADMINISTRATOR AS A RELATIONAL LEADER OF COMMUNITIES? WHAT KNOWLEDGE, ATTITUDES, AND SKILLS DOES AN ADMINISTRATOR NEED AND USE WHEN HE WORKS AS A RELATIONAL LEADER OF COMMUNITIES?

Given the complexity of the school's and the school district's communities--both within and outside the school--the job and goal of the administrator as a relational leader of communities, either by using his own skills of positive leadership or through positive leadership skills that can be developed in others, is to work with and through these varying groups to attain outcomes, such as:

1. Improvement of the competencies of group members.
2. Internal school improvement.
3. Improvement of the school's services within these communities.
4. Improvement of the community.
5. Other individual and group goal attainment.

THE ROLE OF THE SCHOOL ADMINISTRATOR


I
THE SCHOOL ADMINISTRATOR PROVIDES LEADERSHIP FOR ASSISTING TWO OR MORE PERSONS TO INTERACT BY --
RELATING
II
--Groups or representatives of groups of two or more communities
OR
--Groups or representatives of one community
OR
--Institutions to institutions



TO

III

--Concepts calculated to improve the school which may take the form of:

1. Philosophy, beliefs, values.
2. Writings in books, periodicals, and pamphlets.
3. Ideas of students, faculty, administrators, other staff members, parents, and other citizens.
4.
5.

AND/OR

--Concerns of individuals or groups which may take the form of:

1. Unmet needs, interests, desires, frustrations.
2. School conditions (strengths, weaknesses).
3. Existing or anticipated problems such as those:
   a. regarding the educational program.
   b. regarding peer group abrasiveness.
   c. regarding the operation of the school.
4.
5.

AND/OR

--Other persons representing a similar or different sub-populations or communities.

USING

IV

In relating people to people and/or to concepts, or concerns the school administrator needs knowledge and skills for using and developing others to use positive group leadership skills.

--Uses knowledge resulting from his:

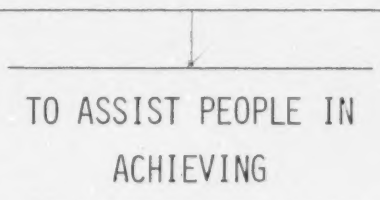
1. Competence as an educational leader.
2. Professional reading.

3. Continuing education program.
4. Awareness of the various communities within the school or school district and within the geographical service area.
5.
6.

--Models desired behavior and attitudes, such as belief in, trust and respect of, and caring for all types of persons.
--Uses personal communication skills, such as oral and writing skills.
--Uses group process skills, such as those pertaining to:

1. Needs assessment and analysis.
2. Group dynamics and team building.
3. Shared decision making and opportunities for input.
4. Problem solving.
5. Goal setting.
6. Identifying and working with conflicts.
7. Planning for the immediate future.
8. Planning for the long-range future.
9. Cooperatively determining rules, regulations, and processes.
10. Opening communications between people.
11.
12.

--Uses consultants and other human resources from within and outside the school or school district to assist him in achieving his leadership responsibilities.
--Uses material resources such as writings in pamphlets, books, and periodicals; financial resources.



--Precise outcomes which may take the form of:
1. Products.
2. Plans.
3. Personal or group goals and challenges.
4. Mutuality (support).

5. Problem or conflict resolutions.
6. Events, activities.
7. New insights, knowledge.
8. Position papers.
9.
10.

FOR THE PURPOSE OF
ACHIEVING LARGER SCHOOL
OR SCHOOL DISTRICT GOALS

VI

--Larger school or school district goals may concern such factors as:

1. Productivity.
   a. continuous academic and social growth on the part of students.
   b. continuous professional growth on the part of school district employees.
   c. continuous institutional renewal.
2. Satisfaction in the school as evidenced by:
   a. high morale on the part of all communities.
   b. cohesiveness.
   c. gaining a sense of achievement and worth on the part of individuals and groups.
3. Improving the school services to the larger community.

SUMMARY

To summarize, the job of the school administrator as a relational leader of communities is to provide leadership for assisting two or more persons to interact by:

1. Relating representatives of two or more communities or representatives of only one subpopulation.

TO

2. Other persons representing similar or different sub-populations or communities,

AND/OR TO

3. Concerns of individuals or groups,

AND/OR TO

4. Concepts calculated to improve the school or school district

USING

5. Process and communication skills, human and physical resources, knowledge, and desirable personal attitudes

TO ASSIST PEOPLE IN ACHIEVING

6. Precise outcomes

FOR THE PURPOSE OF ACHIEVING LARGER SCHOOL OR SCHOOL DISTRICT GOALS

As school administrators work with others especially in problem solving, planning new programs and in other types of situations, often the groups search for all of the possible alternatives. However, the authors believe there is another approach which is more significant.

One of the ways to explore possible alternatives is to ask the question a former United States President invariably asked in cabinet meetings. It is, "what is the right thing to do?"

QUESTION 4:

HOW CAN AN ADMINISTRATOR DETERMINE AND OBTAIN THE SKILLS, KNOWLEDGE, AND ATTITUDES HE MAY NOT NOW POSSESS?

The following table is suggested as a personal needs assessment. It can be used only by the administrator, or one could have others provide their perceptions of one's abilities. The second step is to develop a personalized continuing education program for each needed ability.

COMMUNITIES RELATIONAL LEADER NEEDS ASSESSMENT

Name _____

NECESSARY ABILITIES	MY PRESENT COMPETENCY IS-- None	A Little	Considerable	A great deal	MY DESIRED COMPETENCY IS-- None	A Little	Considerable	A great deal
A. Ability to analyze the communities:								
1. Within the school or school district.	_	_	_	_	_	_	_	_
2. Within the school's or school district's geographical service area.	_	_	_	_	_	_	_	_
B. Process Skills								
1. Group dynamics and team building.	_	_	_	_	_	_	_	_
2. Shared decision making and opportunities for input.	_	_	_	_	_	_	_	_
3. Problem solving.	_	_	_	_	_	_	_	_
4. Goal setting.	_	_	_	_	_	_	_	_
5. Identifying and working with conflicts.	_	_	_	_	_	_	_	_

NECESSARY ABILITIES	MY PRESENT COMPETENCY IS-- None	A Little	Considerable	A great deal	MY DESIRED COMPETENCY IS-- None	A Little	Considerable	A great deal
6. Planning for the immediate future.	—	—	—	—	—	—	—	—
7. Planning for the long-range future.	—	—	—	—	—	—	—	—
8. Cooperatively determining rules, regulations, and processes.	—	—	—	—	—	—	—	—
9. Opening communications between people.	—	—	—	—	—	—	—	—
10.								
11.								
C. Communication Skills								
1. Oral	—	—	—	—	—	—	—	—
2. Written	—	—	—	—	—	—	—	—
D. Models Desired Behavior and Attitudes, such as belief in, trust and respect of, and caring for all types of persons	—	—	—	—	—	—	—	—

NECESSARY ABILITIES	MY PRESENT COMPETENCY IS-- None	A Little	Considerable	A great deal	MY DESIRED COMPETENCY IS -- None	A Little	Considerable	A great deal
E. Use of knowledge resulting from his:								
1. Competence as an educational leader.	–	–	–	–	–	–	–	–
2. Professional reading.	–	–	–	–	–	–	–	–
3. Continuing education program.	–	–	–	–	–	–	–	–
4. Awareness of various communities within school or school district and within geographical service area.	–	–	–	–	–	–	–	–
5.								
6.								
F. Use of Consultants and Other Human Resources from within and outside the school or school district to assist him in achieving his leadership responsibilities.	–	–	–	–	–	–	–	–
G. Use of Resources such as writings in pamphlets, books, and periodicals; financial resources	–	–	–	–	–	–	–	–

SOME SPECIAL HELP

For the purpose of acquiring needed additional abilities, the authors suggest that an administrator develop an individualized continuing education (ICE) plan using available systems and instruments such as those developed by CFK Ltd. Associates. The two available from CFK Ltd. are:

> Aggerbeck, Lawrence J. A Guide to Planning School Improvements. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.
>
> Olivero, James L.; Geddes, Vivian; Hall, William D.; Marr, Richard E. Self Performance Achievement Record (SPAR), 2nd ed. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

For example, the Self Performance Achievement Record (SPAR) is a process. It is a convenient and practical guide designed to assist school administrators and other educators in developing self and school improvement project goals, objectives, activities, check points, and evaluation procedures. It also serves as a simple, but powerful, personal accountability process for the educational leader. In short, SPAR represents a procedure for directly relating an educator's individualized continuing education program to actual school improvement projects.

The Self Performance Achievement Record form appears on the next two pages.

The Occasional Paper cited above explains how to use the SPAR form. In completing each of the seven parts of the form, an educator develops a plan of action. Each section of the form indicates pages in the Occasional Paper which provide additional information and a brief review of needed skills.

SELF PERFORMANCE ACHIEVEMENT RECORD (SPAR) FORM

_____
Name

_____
Date

I What is your institutional or personal GOAL statement?

_____

_____

_____

Based on the total improvement needs of your school or yourself, this project represents--

____ a high priority need.

____ a low priority need.

II What are the ACTIVITIES?	III What are the OBJECTIVES?	IV What are the EVIDENCES of SUCCESS?

SPAR FORM (CONTD.)

V INDIVIDUALIZED CONTINUING EDUCATION PROGRAM What new abilities do you need to achieve this project?		VI What are the STARTING AND COMPLETION DATES?	VII LOG OF PROGRESS REPORTS
What new skills, attitudes, or knowledge do you need?	How will you obtain each new need?		

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SUMMARY

This final aspect of this paper suggests a set of action steps which the school administrator might use as a relational leader of communities. The following worksheet is designed to summarize the possible steps and at the same time provide an overall planning device which can be used before one uses project planning processes such as are represented by the Aggerbeck model (see above), the SPAR model, or similar processes.

PLANNING WORKSHEET

A. As a relational leader of communities and as a school administrator, I need to work with --

   1. These communities

   2. Describe the present behaviors of the groups

B. I need to use leadership skills as follows:

   1. Knowledge skills (if any)

   2. Model these desirable behaviors (if any)

   3. Personal communications skills (if any)

   4. Group process skills (if any)

   5. Use these consultants and other human resources (if any)

6. Use these material resources (if any)

C. The potential goals of this work are:

1. List of internal school improvements (if any)

2. List of improvements of school's or school district's services within the geographical service area (if any)

3. List of contributions of each group's improvement of the community itself (if any).

4. List of individual or group objectives.